

10



Grade 10 Social Studies **Civil Rights and the American Indian Movement-Utah Studies**

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Standard 3: Students will understand the relationship between government and the people of Utah.

- c. Examine the unique relationship between the sovereign Native American Indian nations, the United States government, and the Utah State government.

Standard 4: Students will understand the influence of revolution and social change in the transition from early modern to contemporary societies.

Standard 9: Students will understand the emergence and development of the human rights and culture in the modern era.

Standard 10: Students will understand economic and political changes in contemporary America.

Background:

During then 1960s a variety of groups representing different social movements became active. Some of these groups were considered radical, others were perceived to work within the fabric of the U. S. government. All of these groups held, at their core, similar beliefs. The core of these shared beliefs was commitment to seeing the government change the way it treated citizens who were from different minority groups. One of those groups considered radical was the American Indian Movement (AIM).

Objective 1.

Topic.

Desired Outcome:

Students will learn about the political and social changes affecting American Indians.

Essential Question 1:

Why did American Indians feel it was necessary to work outside the sphere of the local, state and federal governments?

Assessment Evidence:

- Analyze how the AIM movement impacted Native and non-Native peoples in the United States. Identify the causes and consequences of the development of the American Indian Movement.
- Identify the reasons behind the creation of AIM.
- Has AIM achieved its goals? Conduct a teacher facilitated pros and cons debate on this topic.
- Explore the current issues facing American Indian/Alaskan natives today, nationally and in Utah.
- Evaluate the effectiveness of AIM today, how has it contributed to changes in U.S. Government and Indian relations.
- Answer the question, what is AIM?

Learning Strategies:

- After teacher provides overview of topic and resources they will facilitate a classroom discussion after student Learning Teams has conducted research.
- In Learning Teams students will research the American Indian Movement (AIM), its origins and activities since its beginning.
- Learning teams will develop timelines to represent the major milestones of American Indian rights since the 1900's.
- Learning Teams will have a pros & con debate of selected activities of the American Indian Movement (AIM).
- In a classroom discussion examine the tactics used during the 1960's and 1970's of AIM as it worked toward equal treatment for American Indians/Alaskan Natives.
- Classroom discussion on current issues facing Indian America, nationally and in Utah.

Learning Strategies:

- Group work
- Compare/Contrast
- Vocabulary Worksheets

- Research issues facing American Indians/Alaskan Natives in the nation and in Utah.
- Write a brief position paper and support your position (2 pages maximum)

Resources:

<http://www.hartford-hwp.com/archives/41/index-abb.html>

<http://members.aol.com/Nowacumig/backgrnd.html>

<http://www.pbs.org/itvs/alcatrazisnotaniland/activism.html>

http://www.stopchicopeejail.org/eto_akwahnv/NCRB/LP/AIM.html

<http://www.kpft.igc.org/news/111502story2.html>

<http://www.argusleader.com/specialsections/2003/woundedknee/Sundayarticle2.shtml>

http://en.wikipedia.org/wiki/American_Indian_Movement